

French III Honors SYLLABUS

Course Content and Timeline

A. Review of French II Unit

- Conjugate regular and irregular verbs in the present tense (7.1.IM.A.8)
- Form the *passé composé* with the helping verbs *avoir* and *être* (7.1.IL.A.8)
- Conjugate reflexive verbs in the present, imperative, and *passé composé* (7.1.IM.A.8)
- Identify vocabulary from Level 1 and 2 (7.1.IM.A.4,5 B.3)
- Describe one's personality, physical traits, likes, dislikes and hobbies (7.1.IM.B.3,4,5 C.3)
- Apply direct and indirect object pronouns to replace nouns (7.1.IM.A.8)
- Describe past events (7.1.IM.B.4,C.3)
- Create a conversation using vocabulary and grammar from Level 1 and 2 (7.1.IM.B.5 C.3)

B. Les pays du Maghreb

- Carry out and conduct a transaction at the post office (7.1.IM.B.5)
- Express opinions and make suggestions about the importance of the postal system in society (7.1.IM.B.4,5)
- Identify, discuss, compare, and contrast life in Maghreb, Francophone North Africa (7.1.IM.A.3,4,7 C.5)
- Carry out and conduct a transaction at the bank (7.1.IM.A.3,4,7,8)
- Identify clothing and accessory items typically packed for a summer vacation (7.1.IM.A.3 B.4,5)
- Conjugate the irregular verbs *dire* and *ouvrir* (7.1.IM.A.7,8)
- Connect sentences together using the relative pronouns *qui* and *que* (7.1.IM.A.7,8)
- Identify and use indirect object pronouns (7.1.IM.A.3,7,8)
- Express hope and intentions about the future (7.1.IM.B.2,3)

C. A la gare et à l'aéroport

- Make travel plans on a plane or train (7.1.IM.A.4 B.2,3)
- Correctly utilize expressions at the airport and train station to travel and pass through customs (7.1.IM.A.3,4,8)
- Apply double object pronouns to sentences (7.1.IM.A.8)
Compare and contrast travel in the United States and France (7.1.IM.C.4,5)
- Identify and describe various French castles (7.1.IM.C.3,4,5)
- Conjugate the irregular verbs *savoir* and *connaître* (7.1.IM.A.7,8)
- Distinguish between the usage of *savoir* and *connaître* (7.1.IM.A.7,8)
- Ask for information about travel costs, times, and destinations (7.1.B.3,4,5)
- Give information about travel details and directions (7.1.IM.B.3,4,5)

D. En voyage

- Identify major touristic and vacation spots around the world and in Francophone Canada (7.1.IM.C.5)
- Conduct a phone conversation to reserve a hotel room (7.1.IM.B.1,2,3,5)
- Identify and use the four forms of the adjective *tout* (7.1.IM.A.3,7,8)
- Compare and contrast travel and tourism in Francophone Canada and the United States (7.1.IM.C.5)
- Conjugate the irregular verbs *recevoir* and *boire* (7.1.IM.A.7,8)
- Emphasize who is being discussed using stress pronouns (7.1.IM.A.3,7,8)
- Identify how and when to use the imperfect tense (7.1.IM.A.3,7,8)

E. L'Histoire de France (Parties I et II)

- Describe the origins of the French people (7.1.IM.C.4,5)
- Compare and contrast the Ligurians and Celts/Gauls (7.1.IM.C.4,5)
- Describe the impact of Roman invasions in France (7.1.IM.C.4,5)
- Identify important historical figures from 10000 B.C. to 1598 A.D. (7.1.IM.C.4,5)
- Make a cave painting similar to those in the Lascaux caves (7.1.IM.C.1,2)
- Describe the political structure of feudalism (7.1.IM.C.4,5)

F. Les gens célèbres du monde francophone

- Identify and discuss the work of famous Francophones (7.1.IM.C.4,5)
- Ask about and identify various professions/careers (7.1.IM.A.4,7 B.3,4)
- Compare and contrast the work of famous Francophones and their contributions to the world (7.1.IM.C.5)
- Express opinions using the verb *croire* (7.1.IM.A.3,7,8)
- Ask for information using interrogative pronouns (7.1.IM.A.3,7 B.4)

- Conjugate the irregular verbs *vivre* and *croire* (7.1.IM.A.7,8)
- Tell stories in the past using the *passé composé* and *imparfait* (7.1.IM.A.3,7,8 C.2,3)
- Identify how and when to use the pronoun *y* (7.1.IM.A.3,7)
- Describe the talents and abilities of various professions (7.1.IM.A.4,6)

G. Notre Monde

- Identify French speaking countries and nationalities (7.1.IM.A.4)
- Identify continents and bodies of water in French (7.1.IM.A.4)
- Compare people and things with comparative and superlative adverbs (7.1.A.3,4,8 B.4)
- Conjugate verbs in the conditional mood to make suggestions (7.1.IM.A.7,8)
- Invite someone to do something (7.1.IM.B.3,5)
- Accept or decline an invitation (7.1.IM.B.3,5)
- Apply the object pronoun *en* to sentences (7.1.IM.A.8)
- Compare and contrast the culture of French speaking countries (7.1.IM.C.4,5)
- Describe hypothetical situations with *si* + *imparfait* + *conditionnel* (7.1.IM.A.7,8 B.3,5)

G. La France contemporaine

- Explain problems in our contemporary society (7.1.IM.B.5)
- Express opinions and make suggestions to improve issues in modern society (7.1.IM.B.4,5)
- Identify car parts (7.2.IM.A.3,4,7)
- Utilize driving expressions and identify road signs (7.1.IM.A.3,4,7,8)
- Compare and contrast modern issues and their cross-cultural similarities (7.1.IM.C.5)
- Express hypothetical situation using *si* clauses and the conditional (7.1.IM.A.3 B.4,5)
- Conjugate the irregular verbs *suivre* and *conduire* (7.1.IM.A.7,8)
- Create sentences with verbs and their appropriate prepositions and infinitives (7.1.IM.A.3,7,8)
- Give orders concerning driving (7.1.IM.B.2,3)

Course Expectations and Skills

1. Maintain a grammar notebook.
2. Apply vocabulary and grammar to reading, writing, listening and speaking assignments.
3. Develop and perform dialogues and oral presentations in the present, past and future tenses.
4. Create a variety of unit-based projects including those which require the use of technology and the development of an Electronic Portfolio.
5. Advance his/her cross-cultural awareness through study of Francophone and French history, customs and products.

Resources

Text Books:

C'est à toi 2

Supplemental Materials:

C'est à toi 2 Grammar and Vocabulary Workbook

C'est à toi 2 Workbook

C'est à toi 2 Communicative Activities

Le Petit Nicolas

L'histoire de la France

Grading Scale

Category	College Prep (Honors)
Classwork	20%
Homework	20%
Minor Assessments	20%
Major Assessments	40%

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: French 3 Honors – Unit 1: Review</p>	<p>Unit Summary: Unit 1 of French 3 is aimed at reacquainting students with vocabulary and grammatical concepts taught in Levels 1 and 2, as well as adjusting students to speaking and hearing mostly French in the classroom. The regular, irregular, and reflexive verbs of Levels 1 and 2 will be reviewed in the present tense and passé composé forms. Other grammatical items to be reviewed include noun and adjective agreement, prepositions of place, ordinal numbers, irregular plurals, the partitive, and object pronouns. Vocabulary themes reviewed include professions, animals, geography and means of transit, daily routine activities and chores, sports and outdoor activities, TV shows and programs and musical instruments.</p>
<p>Grade Level(s): 11</p>	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> - You can learn a 2nd (or 3rd) language. - You already have language and communication skills that you can utilize while learning a new language. - The goal is effective communication, not word-for-word translation. - There are multiple ways to say the same thing. - People have different styles of learning. - Learning a language is an on-going process. - A dictionary doesn't give you syntax. - The language we use changes with the situation.
<p>Essential Question(s):</p> <ul style="list-style-type: none"> - What language learning skills do I already have? - Why are some verbs regular and some irregular? - How fluent do I need to be in order to communicate effectively? - Why can't you use the same words or expressions with everyone in every situation? - What languages skills have I retained from French 1 and 2? - How can I express myself and share the same information with others in French? - How can I describe things that happened in the past? - What are my motivations to learn another language? - How might learning a language open "doors of opportunity"? 	

- How can I sound more like a native speaker?
- How do I find out meaning when words are not understood? |

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Conjugate regular and irregular verbs in the present tense.	1. 7.1.IM.A.8
2. Form the <i>passé composé</i> with the helping verbs <i>avoir</i> and <i>être</i> .	2. 7.1.IM.A.8
3. Conjugate reflexive verbs in the present, imperative, and <i>passé composé</i> .	3. 7.1.IM.A.8
4. Identify vocabulary from Level 1 and 2.	4. 7.1.IM.A.4,5,B.3
5. Describe one's personality, physical traits, likes, dislikes and hobbies.	5. 7.1.IM.B.3,4,5 C.2
6. Apply direct and indirect object pronouns to replace nouns.	6. 7.1.IM.A.8
7. Describe past events.	7. 7.1.IM.B.4, C.3
8. Create a conversation using vocabulary and grammar from Level 1 and 2.	8. 7.1.IM.B.5, C.3

Inter-Disciplinary Connections:

English – Students will discuss parts of speech, irregular verbs, regular verbs, reflexive verbs, object pronouns, and past tenses in French.

Technology – Students will be exposed to Microsoft Office PowerPoint for presentations, Quizlet.com and Quia.com for review of vocabulary, and the textbook website for listening activities.

Students will engage with the following text:

- Sam and Ben comic strip describing the first day of school and student council elections
- Grammar and Vocabulary Workbook
- Quia.com
- C'est à Toi Website: <http://www.emcp.com/cestatoi/>

For Gifted/Talented Students:

- Offer supplemental or lengthier reading materials to increase student engagement with French texts ex; "La Rentrée" reading.

Students will write:

- **Short journal responses describing themselves.**
- **Short journal responses describing what they did over summer.**
- **Conversations using reviewed vocabulary and grammar concepts.**
- **Daily journal entries describing the days' activities.**
- **Descriptions about weekend activities.**

For Gifted/Talented Students:

- Require students to include more vocabulary words and grammar items.
- Encourage students to continue writing on their own or for an extended time.
- Provide assignment choices that require more detail and deeper understanding of material.
- Write a paragraph about your weekend and share with the class.
- Essay writing prompts from "Ecrivons".

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Introduce yourself and ask each person what their name is and how they are doing.
- Read short comic about Ben and Samuel and the first day back to school: Answer questions in small groups.
- Read review packet of vocabulary from level 2 and highlight unknown words.
- Compare Ben and Sam from comic using comparative and superlative adjectives on SMART Board.
- Complete worksheet to practice regular and irregular verbs in the present tense.
- Create a 10 line dialogue with a partner using verbs from Levels 2 and 1.
- Complete worksheet to review the formation of the *passé composé*.
- Listen to, sing, and memorize Christa's Passé Composé song to remember Vandertramp verbs.
- Compare sentences on SMART Board to compare regular and reflexive verbs.
- Write 5 things you do each day using reflexive verbs (exit slip).
- Complete guided notes worksheet on reflexive verbs in the present, imperative, and *passé composé*.
- Complete worksheet on *passé composé*.
- Write a story in the present tense in small groups and share with the class.
- Play Loto with vocabulary.
- Complete word search with vocabulary.
- Chorale response with vocabulary words.
- Play the Snake Game and the dice game with verbs (regular, irregular, reflexive verbs, *passé composé*).
- Review of vocabulary with Quizlet flashcards on SMART Board.

For Gifted/Talented Students

- Use only the target language.
- Have students answer and ask daily questions in the target language. (Ex; what are you doing after school? What did you do yesterday?)
- Ask students to repeat / rephrase what they have heard in the target language.
- Engage in daily conversational language.
- Provide enrichment activities. – ex; Schaum's grammar workbook, SAT II / AP practice workbooks
- Use inquiry based practice: SAT II / AP Practice Book.
- Engage in supplemental readings (novels, plays, short stories, comic books, etc.) and complete a short summary of what has been read.
- Assign students to tutor others having difficulties with materials.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

- Homework exercises on worksheets
- Quizzes – vocabulary from Sam and Ben reading, regular and irregular verbs
- Daily Warm-up Exercises: ex; translate and compare sentences with reflexive and non-reflexive verbs, conjugate verbs in the present, imperative, and/or *passé composé*, translate sentences / (short) paragraphs into English/French, circle verbs that use *être* in the *passé composé*, write the irregular past participle of the verb, write 5 things you did over the weekend.

*These assessments will mostly require students to Remember, Understand, and Apply.

Accommodations/Modifications:

For Gifted/Talented Students

- Provide supplementary or lengthier readings to increase student knowledge.
- Provide enrichment activities.
- Use inquiry based practices.
- Provide assignment choices that require more detail and a deeper understanding of material.
- Allow students to help or “teach” classmates.
- Provide access to leisure reading materials in target language.

Summative Assessments:

Pre-Test, Benchmark, and End of Year Assessment

*These assessments will mostly require students to Apply, Analyze, and Evaluate.

Accommodations/Modifications:

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Performance Assessments:

- Write a journal for 7 days describing what you did each day, distinguishing between the imperfect and *passé composé* tenses.
- Write and perform a short dialogue: possible topics include what students did over the summer or during the weekend, after school, etc.

***These assessments will mostly require students to Apply, Analyze, Evaluate, and Create.**

Accommodations/Modifications:

For Gifted/Talented Students

- Provide assignment choices that require more detail and a deeper understanding of material.
- Allow students opportunities to access supplementary references and materials for additional vocabulary.

Black Horse Pike Regional School District Curriculum Template

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PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: French 3 Honors – Unit 2: Les Pays du Maghreb</p> <p>Grade Level(s): 11</p>	<p>Unit Summary: In this unit students take a big cultural leap not only into another French speaking region of the world, but to a region with unique and diverse culture and cultural artifacts. <i>Le Maghreb</i> is a North African region with very profound French influences. Students will study the culture of three countries that are representative of this region – Morocco, Algeria and Tunisia. Students will study interactions and specialized vocabulary related to the post office, banking and taking a trip, while mastering grammar concepts like the conjugation of the irregular verbs <i>dire</i>, <i>ouvrir</i>, and <i>écrire</i>; how and when to use the relative pronouns <i>qui</i> and <i>que</i>, together with the functions and uses of indirect pronouns.</p>
<p>Essential Question(s):</p> <ul style="list-style-type: none"> - Why is Strasbourg, France important to the EU? - What are the functions of the postal system? - What language learning skills do I already have? - How do direct and indirect object pronouns differ between French and English? - What characterizes life in Francophone North Africa or <i>Le Maghreb</i>? - Why are some verbs regular and others irregular? - How fluent do I need to be in order to communicate effectively? - Why is it important to be able to conduct banking business in the target language? - Why can't you use the same words or expressions with everyone in every situation? - How can I express my opinions on issues 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> - French social, economic, political, and cultural influence in the Maghreb is still visible to this day. - While some verbs are regular and others irregular, there are observable recurrent patterns. - Verbs have many aspects, including tense, person, number, and mood. - Language reflects and is influenced by the culture in which it is found. - Members of one culture may make assumptions about other cultures based on their own attitude, values and beliefs - You already have language and communication skills that you can utilize while learning a new language. - The goal is effective communication, not word-for-word translation. - There are multiple ways to say the same thing. - Cultural perspectives are gained by using the language and through experience with its products and practices. - Learning a language is an on-going process. - A dictionary doesn't give you syntax. - The language we use changes with the situation.

important to me and others?

- What are my motivations to learn another language? |

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Carry out and conduct a transaction at the post office.	1. 7.1.IM.B.5
2. Express opinions and make suggestions about the importance of the postal system in society.	2. 7.1.IM.B.4,5
3. Identify, discuss, compare and contrast life in Maghreb, Francophone North Africa.	3. 7.1.IM.A.3,4,7 C.5
4. Carry out and conduct a transaction at the bank.	4. 7.1.IM.A.3,4,7,8
5. Identify clothing and accessory items typically packed for a summer vacation.	5. 7.1.IM.A.3 B.4,5
6. Conjugate the irregular verb <i>dire</i> .	6. 7.1.IM.A.7,8
7. Conjugate the irregular verb <i>ouvrir</i> .	7. 7.1.IM.A.7,8
8. Connect sentences together using relative pronouns (<i>qui, que</i>).	8. 7.1.IM.A.7,8
9. Identify and use indirect object pronouns.	9. 7.1.IM.A.3,7,8
10. Express hope and intentions about the future.	10. 7.1.IM.B.2,3

Inter-Disciplinary Connections:

English – Students will utilize mood of verbs, irregular verbs, object pronouns, relative pronouns, and discuss point of view when reading.

Geography – Students will discuss the geography, culture, and French influences in Strasbourg, Algeria, Tunisia, and Morocco.

Technology – Students will be exposed to Microsoft Office PowerPoint for presentations, Quizlet.com and Quia.com for review of vocabulary, and the textbook website for listening activities.

Consumer Sciences – Students will discuss world banking, traveler’s checks, and units of the euro.

Social Studies – Students will read a brief history of *Les pays du Maghreb*.

Music – Students will read about and listen to examples of *le raï*.

Students will engage with the following text:

- C'est à Toi Level 2 Chapter 6
- Grammar and Vocabulary Workbook
- Textbook readings: Culture (p. 260-261)
- Excerpt about Algerian culture (Activities for Proficiency workbook p. 82)
- Excerpt about Raï music (Activities for Proficiency workbook p. 83)
- Articles from online newspapers (lemonde.fr, tempsreel.nouvelobs.com, liberation.fr, lefigaro.fr)
- Quia.com
- C'est à Toi website: <http://www.emcp.com/cestatoi/>

For Gifted/Talented Students:

- Offer supplemental or more lengthy reading materials to increase student engagement with French texts (ex; articles from French newspapers and magazines, travel brochures etc.).

Students will write:

- Short journal responses about their thoughts on famous vacation spots.
- Answers in French to "Questions Personnelles" section in C'est à Toi 2, Chapter 6.
- Summaries of culture sections in textbook on cultural artifacts and history of *L'Algerie, La Tunisie and le Maroc*.
- Daily journal entries describing the days' activities.
- Descriptions about travel experiences.

For Gifted/Talented Students:

- Require students to include more vocabulary words and grammar items.
- Encourage students to continue writing on their own or for an extended time.
- Provide assignment choices that require more detail and a deeper understanding of material.
- Write a paragraph about your weekend and share with the class.
- Essay writing prompts from "Ecrivons."

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Chorale response with vocabulary words.
- Listen to Conversation Culturelle in C'est à toi 2 Chapter 6.
- Complete listening exercises in C'est à toi 2 Chapter 6.
- Play Loto with vocabulary.
- Draw a person wearing 5 items of clothing and describe that person to your partner in French.
- Describe what people are wearing in magazine advertisements.
- Complete sentences with the verb *écrire* and walk around the room to find out what everyone is writing
- Word search with vocabulary.
- Play Memory with vocabulary pictures and words.
- Poll the class about their opinions on certain issues like their thoughts, beliefs and the influence of other cultures on their own.
- Take notes from PowerPoint on direct and indirect object pronouns.
- Rewrite sentences with direct or indirect object pronouns.
- Rearrange words on sentence strips or SMART Board to make sentences with object pronouns.
- Take notes from PowerPoint on relative pronouns.
- Play "7 Up" with relative pronouns.
- Pop up game with "qui" and "que" notecards.
- Watch textbook DVD clips for Chapter 6.
- Complete crossword puzzle with vocabulary from chapter 6.
- "Rags to Riches" review game on Quia.
- Textbook exercises Chapter 6.
- Read, translate, and summarize Aperçus Culturels sections Chapter 6.
- Read about Raï music and watch music videos from Cheb Khaled, and other raï artists.

For Gifted/Talented Students

- Use only the target language.
- Have students answer and ask daily questions in the target language. (ex; What are you doing after school? What did you do yesterday?)
- Ask students to repeat / rephrase what they have heard in the target language.
- Provide enrichment activities – ex; Schaum's grammar workbook, SAT II / AP practice workbooks.
- Use inquiry based practice.
- Engage in supplemental readings (novels, plays, short stories, comic books, etc.) and complete short summaries of what has been read.
- Assign students to tutor others having difficulties with materials.

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Formative Assessments:

- Homework exercises in Grammar and Vocabulary workbook Chapter 6
- Quizzes – Vocabulary (banking and travel), sentences construction by replacing direct and indirect objects using appropriate pronouns, irregular verbs *dire, ouvrir, écrire*
- Test – Open ended test Chapter 6 (bank, post office, and clothing vocabulary, object pronouns, relative pronouns and irregular verbs *dire, ouvrir, écrire*)
- Daily Warm-up Exercises: ex; Fill in the blanks with appropriate vocabulary word, identify object pronouns needed for each sentence, rewrite sentences with object pronouns, translate sentences into French with *qui* and *que*, identify what people are wearing, etc.

*These assessments will mostly require students to Remember, Understand, and Apply.

Accommodations/Modifications:

For Gifted/Talented Students

- Provide supplementary or more lengthy readings to increase student knowledge.
- Provide enrichment activities.
- Use inquiry based practices.
- Provide assignment choices that require more detail and deeper understanding of material.
- Allow students to help or “teach” classmates.
- Provide access to leisure reading materials in target language.

Summative Assessments:

Pre-Test, Benchmark, and End of Year Assessment

*These assessments will mostly require students to Apply, Analyze, and Evaluate.

Performance Assessments:

- Role-play an interaction between a bank employee and a bank customer.
- Role-play an interaction between a postal employee and a postal customer.
- Create a catalogue of clothing and accessories.

***These assessments will mostly require students to Apply, Analyze, Evaluate, and Create.**

Accommodations/Modifications:

For Gifted/Talented Students

- Provide assignment choices that require more detail and a deeper understanding of material.
- Allow students opportunities to access supplementary references and materials for additional vocabulary.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: French 3 Honors– Unit 3: A l'aéroport et à la gare</p>	<p>Unit Summary: This unit introduces students to vocabulary for popular modes of transportation: airplanes and trains. Students will discuss international travel, going through customs and immigration, and the importance of the train system in France. Students will also explore the castles of the Loire Valley as well as Versailles Palace outside of Paris. Grammar structures in this unit include double object pronouns, expressions of time (<i>depuis</i> and <i>il y a</i>), and the two irregular verbs “to know”, <i>savoir</i> and <i>connaître</i>.</p>
<p>Grade Level(s): 11</p>	
<p>Essential Question(s):</p> <ul style="list-style-type: none"> - What language learning skills do I already have? - What are different modes of transportation, and how could I use them if I were traveling in France? - Why are some verbs regular and some irregular? - How fluent do I need to be in order to communicate effectively? - Why can't you use the same words or expressions with everyone in every situation? - How can I express myself and share the same information with others in French? - How can I describe how long something has been happening? - What are my motivations to learn another language? - How might learning a language open “doors of opportunity”? - How can I sound more like a native speaker? - How do I find out 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> - Traveling is a key to exploring other languages and cultures. - The history of France is reflected today in various areas, cities, and architectural structures. - You already have language and communication skills that you can utilize while learning a new language. - The goal is effective communication, not word-for-word translation. - There are multiple ways to say the same thing. - Learning a language is an on-going process. - A dictionary doesn't give you syntax. - The language we use changes with the situation.

meaning when words are
not understood? |

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Make travel plans on a plane or train.	1. 7.1.IM.A.4, B.2,3
2. Correctly utilize expressions at the airport and train station to travel and pass through customs.	2. 7.1.IM.A.3,4,8
3. Apply double object pronouns to sentences.	3. 7.1.IM.A.8
4. Compare and contrast travel in the United States and France.	4. 7.1.IM.C.4,5
5. Identify and describe various famous French castles.	5. 7.1.IM.C.3,4,5
6. Conjugate the irregular verbs <i>savoir</i> and <i>connaître</i> to express what you know.	6. 7.1.IM.A.7,8
7. Distinguish between the usage of <i>savoir</i> and <i>connaître</i> to express what you know.	7. 7.1.IM.A.7,8
8. Ask for information about travel costs, times, and destinations.	8. 7.1.IM.B.3,4,5
9. Give information about travel details and directions.	9. 7.1.IM.B.3,4,5

Inter-Disciplinary Connections:

English – Students will discuss parts of speech, irregular verbs, regular verbs, object pronouns, and writing a formal outline.

Geography – Students will look at maps and discuss the geography of the Loire Valley and the city of Blois.

Art and Architecture – Students will learn about and do a project on castles of the Loire Valley.

History – Students will discuss the construction of castles from 1400s-1500s (Charles VIII, François I, Louis XIV, etc.) and the influence of the Renaissance in France.

Technology – Students will be exposed to Microsoft Office PowerPoint for presentations, Quizlet.com and Quia.com for review of vocabulary, and the textbook website for listening activities.

Students will engage with the following text:

- Train schedules (www.sncf.com)
- Brochures for various French castles
- Grammar and Vocabulary Workbook
- Quia.com
- C'est à Toi Web site: <http://www.emcp.com/cestatoi/>

For Gifted/Talented Students:

- Offer supplemental or lengthy reading materials to increase student engagement with French texts ex; short blurbs about various French castles, their history, opening times, costs, etc.

Students will write:

- Short journal responses describing their travel experiences.
- Sentences using more than one object pronoun.
- Dialogues at an airport or train station.
- Daily journal entries describing the days' activities.
- Descriptions about weekend activities.

For Gifted/Talented Students:

- Require students to include more vocabulary words and grammar items.
- Encourage students to continue writing on their own or for an extended time.
- Provide assignment choices that require more detail and a deeper understanding of material.
- Write a paragraph about their weekend and share with the class.
- Essay writing prompts from "Ecrivons".

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

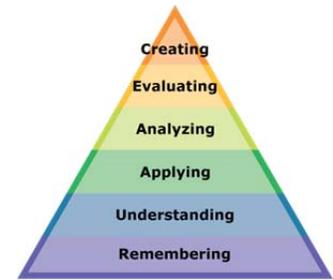
- Read Conversation Culturelles in *C'est à Toi 2*, Chapter 7 and fill in the blanks of the conversation.
- Chorale response with vocabulary words.
- Anagram activity with vocabulary words on SMART Board.
- Read *Aperçus Culturels* and discuss as a class.
- Explore SNCF website and compare train ticket prices, various trips, times from Paris to various destinations.
- Take notes from PowerPoint about object pronouns.
- Rewrite sentences using object pronouns.
- Reconstruct sentences with object pronouns and translate into English.
- Take notes on expressions *il y a* and *depuis* from PowerPoint.
- Complete exercises from *C'est à Toi 2*, Chapter 7 using grammatical concepts and vocabulary.
- Conjugate the verbs *savoir* and *connaître* into notes and take notes on differences between the two verbs.
- Complete sentences with *savoir* and *connaître* and then ask a partner whether or not the subjects know the people/places/facts/skills.
- Create a 10 line dialogue with a partner that might happen at an airport or train station.
- Loto with vocabulary.
- Word search with vocabulary.
- Review of vocabulary with quizlet flashcards on SMART Board.

For Gifted/Talented Students

- Use only the target language.
- Have students answer and ask daily questions in the target language .(ex; What are you doing after school? What did you do yesterday?)
- Ask students to repeat / rephrase what they have heard in the target language.
- Provide enrichment activities – ex; Schaum's French grammar workbook, SAT II / AP practice workbooks
- Use inquiry based practice.
- Engage in supplemental readings (novels, plays, short stories, comic books, etc.) and complete short summaries of what has been read.
- Assign students to tutor others having difficulties with materials.
- Engage in supplemental readings and complete a short summary of what was read . (ex. novels, plays, short stories, comic books, etc.)

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

- Homework exercises in Grammar and Vocabulary workbook Chapter 7
- Quizzes – airport vocabulary, train station vocabulary, *depuis v. il y a*, double object pronouns
- Test – fill in the blank and short answers with vocabulary *depuis v. il y a, savoir, connaître*, double object pronouns, short reading about Tours and listening
- Daily Warm-up Exercises: ex; rewrite sentences with object pronouns, translate sentences into French using object pronouns, fill in the blank with the correct verb “to know”, Checker game on SMART Board with vocabulary, fill in the blank with either *depuis* or *il y a*, etc.

*These assessments will mostly require students to Remember, Understand, and Apply.

Accommodations/Modifications:

For Gifted/Talented Students

- Provide supplementary or more lengthy readings to increase student knowledge.
- Provide enrichment activities.
- Use inquiry based practices.
- Provide assignment choices that require more detail and a deeper understanding of material.
- Allow students to help or “teach” classmates.
- Provide access to leisure reading materials in target language.

Summative Assessments:

Pre-Test, Benchmark, and End of Year Assessment

*These assessments will mostly require students to Apply, Analyze, and Evaluate.

Accommodations/Modifications:

[]

Performance Assessments:

- Write a journal for seven days describing what you did each day.
- Write and perform a short dialogue.
- Create a realty advertisement for a French castle; Present your castle to the class and take notes on others' castles.

***These assessments will mostly require students to Apply, Analyze, Evaluate, and Create.**

Accommodations/Modifications:

For Gifted/Talented Students

- Provide assignment choices that require more detail and a deeper understanding of material.
- Allow students opportunities to access supplementary references and materials for additional vocabulary.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: French 3 Honors – Unit 4: En Voyage</p>	<p>Unit Summary: Unit 4 deals with a topic that is very important to American family and cultural life: travel. Students will learn how to arrange a trip, including reserving flights, booking hotels and hostels. They will learn about different accommodations available while traveling, as well as common foods. This unit focuses particularly on French Canada, its geography, history, and culture. Students will build on their grammar skills with the imperfect tense, stress pronouns, the adjective <i>tout</i>, and the irregular verbs <i>recevoir</i> and <i>boire</i>.</p>
<p>Grade Level(s): 11</p>	
<p>Essential Question(s):</p> <ul style="list-style-type: none"> - What language learning skills do I already have? - What characterizes French Canada? - Is breakfast the most important meal of the day? - How can I express what things were like in the past? - Why are some verbs regular and others irregular? - How fluent do I need to be in order to communicate effectively? - How does one point out, or stress certain people in the French language? - What is the allure of international travel and international youth hostels? - What are my motivations to learn another language? - How might learning a language open “doors of opportunity”? - How can I sound more like a native speaker? - When is the <i>imparfait</i> employed in the French 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> - While some verbs are regular and others irregular, there are observable recurrent patterns. - Verbs have many aspects, including tense, person, number, and mood. - Language reflects and is influenced by the culture in which it is found. - Members of one culture may make assumptions about other cultures based on their own attitude, values and beliefs. - You already have language and communication skills that you can utilize while learning a new language. - The goal is effective communication, not word-for-word translation. - There are multiple ways to say the same thing. - Cultural perspectives are gained by using the language and through experience with its products and practices. - Learning a language is an on-going process. - A dictionary doesn’t give you syntax. - The language we use changes with the situation.

language and how is it
different from the *passé
composé*? |

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Explain problems related to travel and tourism.	1. 7.1.IM.B.5
2. Express opinions and make suggestions to improve travel and tourism.	2. 7.1.IM.B.3, 4,5
3. Identify major touristic and vacation spots around the world and in Francophone Canada.	3. 7.1.IM.C.5
4. Conduct a phone conversation to reserve a hotel room.	4. 7.1.IM.A. B.1,2,3,5
5. Identify and use the four forms of the adjective <i>tout</i> .	5. 7.1.IM.A.3,7,8
6. Compare and contrast travel and tourism in Francophone Canada and the U.S.	6. 7.1.IM.C.5
7. Conjugate the irregular verb <i>recevoir</i> to say what you are receiving.	7. 7.1.IM.A.7,8
8. Conjugate the irregular verb <i>boire</i> to say what you are drinking.	8. 7.1.IM.A.7,8
9. Emphasize who is being discussed using stress pronouns.	9. 7.1.IM.A.3,7,8
10. Express hope and intentions about the future.	10. 7.1.IM.A.
11. Identify how and when to use the imperfect tense.	11. 7.1.IM.B.3,4,5

Inter-Disciplinary Connections:

English – Students will learn stress pronouns, the imperfect tense, adjectives, and irregular verbs.

Technology – Students will be exposed to Microsoft Office PowerPoint for presentations, Quizlet.com and Quia.com for review of vocabulary, and the textbook website for listening activities.

Culinary Arts – Students will discuss different types of foods and beverages popular when traveling and staying in hotels.

Social Studies and Geography – Students will discuss the influence of tourism on economics, the culture and tourist activities in Quebec City, Montreal, and Canada.

Students will engage with the following text:

- C'est à Toi Level 2 Chapter 8
- Grammar and Vocabulary Workbook
- Textbook readings: Poem titled *Mon Pays* (p. 351)
- Articles from online newspapers (lemonde.fr, tempsreel.nouvelobs.com, liberation.fr, lefigaro.fr)
- Quia.com
- C'est à Toi website: <http://www.emcp.com/cestatoj/>

For Gifted/Talented Students:

- Offer supplemental or more lengthy reading materials to increase student engagement with French texts ex; articles from French newspapers and magazines, brochures on travel and tourism.

Students will write:

- Description of a trip they took or somewhere they would like to visit.
- How things used to be when they were little and what their childhood was like.
- Answers in French "*Questions Personnelles*" section in C'est à Toi 2, Chapter 8.
- Summaries of culture sections in textbook on *Le Canada français*.
- Daily journal describing the days' activities.
- Descriptions about weekend activities.

For Gifted/Talented Students:

- Require students to include more vocabulary words and grammar items.
- Encourage students to continue writing on their own or for an extended time.
- Provide assignment choices that require more detail and a deeper understanding of material.
- Write a paragraph about your weekend and share with the class.
- Essay writing prompts from "*Ecrivons*".

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Chorale response with vocabulary words.
- Listen to, read, and translate Conversation Culturelle in C'est à toi 2 Chapter 8.
- Complete listening exercises in C'est à toi 2 Chapter 8.
- Play Loto with vocabulary.
- Take notes from PowerPoint on stress pronouns.
- Fill in the blank on SMART Board with appropriate stress pronoun using Checker activity.
- Draw an activity of what you like to do – point out people who like to do activities using stress pronouns.
- Take notes on adjective tout from PowerPoint.
- Notes from PowerPoint on formation and usage of imperfect tense.
- Describe the setting in various paintings/images on PowerPoint using imperfect tense.
- Play the Snake Game with imperfect tense of verbs.
- Word search with vocabulary.
- Play Memory with vocabulary pictures and words on SMART Board.
- Poll the class about their opinions on certain issues like bilingualism in the world.
- Watch textbook DVD clips for Chapter 8.
- Complete crossword puzzle with vocabulary from chapter.
- Textbook exercises Chapter 8.
- Read, translate, and summarize Aperçus Culturels sections Chapter 8.
- Poem recitation and discussion "*Mon Pays*" by Gilles Vigneault.

For Gifted/Talented Students

- Use only the target language.
- Have students answer and ask daily questions in the target language. (ex; What are you doing after school? What did you do yesterday?)
- Ask students to repeat / rephrase what they have heard in the target language.
- Provide enrichment activities – ex; Schaum's grammar workbook, SAT II / AP practice workbooks
- Use inquiry based practice.
- Engage in supplemental readings (novels, plays, short stories, comic books, etc) and complete short summaries of what has been read.
- Assign students to tutor others having difficulties with materials.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

- Homework exercises in Grammar and Vocabulary workbook Chapter 8 and on worksheets
- Quizzes – Vocabulary (hotel and breakfast vocabulary), irregular verbs *recevoir*, *boire*, adjective *tout*, stress pronouns, imperfect tense
- Test – Open ended test on Chapter 8 (vocabulary and grammar)
- Daily Warm-up Exercises: ex; conjugate verbs in the imperfect tense, fill in the blank with the correct stress pronoun, identify vocabulary words, translate sentences from English to French, finish sentences with the correct form of *tout*, etc.

*These assessments will mostly require students to Remember, Understand, and Apply.

Accommodations/Modifications:

For Gifted/Talented Students

- Provide supplementary or lengthier readings to increase student knowledge.
- Provide enrichment activities.
- Use inquiry based practices.
- Provide assignment choices that require more detail and a deeper understanding of material.
- Allow students to help or “teach” classmates.
- Provide access to leisure reading materials in target language.

Summative Assessments:

Pre-Test, Benchmark, and End of Year Assessment

*These assessments will mostly require students to Apply, Analyze, and Evaluate.

Accommodations/Modifications:

[]

Performance Assessments:

- Recite, dramatize, and discuss the poem, *Mon Pays*, by Gilles Vigneault.
- Create and present a dialogue at a hotel – reserve a room and order breakfast.

***These assessments will mostly require students to Apply, Analyze, Evaluate, and Create.**

Accommodations/Modifications:

For Gifted/Talented Students

- Provide assignment choices that require more detail and a deeper understanding of material.
- Allow students opportunities to access supplementary references and materials for additional vocabulary.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: French 3 Honors – Unit 5: l’Histoire de la France (I & II)</p> <p>Grade Level(s): 11</p>	<p>Unit Summary: In this unit, students will explore the origins of the French people beginning with the Stone Age and cavemen and continuing until the Renaissance in 1598, just prior to the Protestant Reformation and French Revolution. Students will read about and discuss the different groups of people that account for French ancestry, their customs, and how their lives were shaped by various invaders and conquerors, including the Romans, Huns, and various Teutonic tribes. Students will also explore the various French dynasties of kings established with Clovis through <i>François Ier</i>.</p>
<p>Essential Question(s):</p> <ul style="list-style-type: none"> - What groups account for France’s ancestry? - How do geography, climate, and natural resources affect the way people live and work? - What social, political, and economic ideas and structures existed during this time period? - What resources contributed to the economic development of the Gauls and Franks? - How is the history of the French people reflected in modern France? - How have human views of the world, nature, and the cosmos changed? - How do natural resources affect nations and potential conflict among them? - What differentiates one nation’s identity from another? - How do wars shape alliances and contribute to national identities? - How do languages, cultures, and religions 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> - The history of France has shaped its modern day language, cultures, and traditions. - Geography has a large impact on a group of people’s social, political, and economic ideas and structures. - The invasions of Julius Caesar and the Romans, as well as various Teutonic tribes had many consequences on French culture, language, and traditions. - Religion plays a large role in the history and development of France as a nation. - Ideas from the Italian Renaissance changed many aspects of art and architecture in France.

influence people and
their nationalities?

|

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Describe the origins of the French people.	1. 7.1.IM.C.4,5
2. Compare and contrast the Ligurians and Celts/Gauls.	2. 7.1.IM.C.4,5
3. Describe the impact of Roman invasions in France.	3. 7.1.IM.C.4,5
4. Identify important historical figures from 10000 B.C. to 1598 A.D.	4. 7.1.IM.C.4,5
5. Create a cave painting similar to those in the Lascaux caves.	5. 7.1.IM.C.1,2
6. Describe the political structure of feudalism.	6. 7.1.IM.C.4,5

Inter-Disciplinary Connections:

History – Students will discuss Stone Age, growth of Christianity, Julius Ceasar, Attila the Hun, Kings of France.

Geography – Students will look at maps and discuss the geography of *Les Eyzies en Dordogne*, Vezere River, Massif Central, Lascaux, and Bretagne.

Art and Architecture – Students will look at, discuss, describe, and create various cave paintings.

Technology – Students will be exposed to Microsoft Office PowerPoint for presentations, and the Lascaux cave paintings website. (<http://www.lascaux.culture.fr/?lng=en>)

Students will engage with the following text:

- “History of France” by Wade Peterson (available from Teacher’s Discovery)
- Asterix and Obelix comic book (various titles)

For Gifted/Talented Students:

- Offer supplemental or more lengthy reading materials to increase student engagement with French texts. (ex; various Asterix and Obelix readings, excerpts from French history textbook.)

Students will write:

- **Short descriptions of the accomplishments of various French historical figures.**
- **Descriptions of cave paintings.**

For Gifted/Talented Students:

- Require students to include more vocabulary words and grammar items.
- Encourage students to continue writing on their own or for an extended time.
- Provide assignment choices that require more detail and a deeper understanding of material.
- Write a paragraph about your weekend and share with the class.
- Essay writing prompts from "Ecrivons".

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Take notes on lecture on Stone Age with supplemental visuals on PowerPoint.
- Complete map highlighting geographical features and important cities in France.
- Take notes on lecture about Roman conquest with supplemental visuals on PowerPoint.
- Read “Asterix and Obélix” comic book, identifying characteristics of main characters.
- Work with a partner to describe the main events from “Asterix and Obélix” reading.
- Summarize accomplishments/characteristics of historical figures in French or English.
- Take notes on lecture about kings of France through Francis I with supplemental visuals on PowerPoint.
- Play memory game with various terms on SMART Board.
- Take notes on Lascaux cave paintings from lecture.
- Create a “cave painting” using brown paper and charcoal.

For Gifted/Talented Students

- Use only the target language.
- Have students answer and ask daily questions in the target language (ex; What are you doing after school? What did you do yesterday?)
- Ask students to repeat / rephrase what they have heard in the target language.
- Provide enrichment activities – ex; Schaum’s grammar workbook, SAT II / AP practice workbooks.
- Use inquiry based practice.
- Engage in supplemental readings. (ex: novels, plays, short stories, comic books, etc.) and complete short summaries of what has been read.
- Assign students to tutor others having difficulties with materials.

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

- Homework questions summarizing daily lectures in packets
- Quizzes – historical figures and main events (1000 B.C. – 450 A.D. and 450 A.D. – 1598 A.D.)
- Daily Warm-up Exercises: ex; put the events in order, match the leader to his/her picture, compare and contrast characteristics of Gauls and Ligurians, write two lines to describe the mentioned figure, etc.

Accommodations/Modifications:

For Gifted/Talented Students

- Provide supplementary or lengthier readings to increase student knowledge.
- Provide enrichment activities.
- Use inquiry based practices.
- Provide assignment choices that require more detail and a deeper understanding of material.
- Allow students to help or “teach” classmates.
- Provide access to leisure reading materials in target language.

Summative Assessments:

Pre-Test, Benchmark, and End of Year Assessment

***These assessments will mostly require students to Apply, Analyze, and Evaluate.**

Accommodations/Modifications:

Performance Assessments:

- Create a cave painting similar to the paintings of Lascaux with brown paper, charcoal, and Comté clay crayons.

- Write and illustrate your own “Asterix and Obélix” comic strip.

***These assessments will mostly require students to Apply, Analyze, Evaluate, and Create.**

Accommodations/Modifications:

For Gifted/Talented Students

- Provide assignment choices that require more detail and deeper understanding of material.
- Allow students opportunities to access supplementary references and materials for additional vocabulary.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: French 3 Honors – Unit 6: Des gens célèbres du monde francophone</p>	<p>Unit Summary: Unit 6 introduces students to some French celebrities and discusses their international influences. They will learn vocabulary terms for various professions, expanding upon vocabulary from Level 1. Students will add to their knowledge of grammar by learning two new irregular verbs - <i>croire</i> and <i>vivre</i>, and also learn how and when to use the imperfect and <i>passé composé</i>. Students will learn various irregular adjectives to continue building vocabulary. They will additionally learn about interrogative pronouns and the pronoun <i>y</i>.</p>
<p>Grade Level(s): 11</p>	
<p>Essential Question(s):</p> <ul style="list-style-type: none"> - Who are some famous Francophones and what are their contributions to francophone culture and history? - How can I speak about things in the past? - How can I ask questions? - What language learning skills do I already have? - What roles have famous Francophones played on the world scene? - How does one differentiate between the <i>passé composé</i> and the <i>imparfait</i>? - Why are some verbs regular while others are irregular? - How fluent do I need to be in order to communicate effectively? - Why can't you use the same words or expressions with everyone in every situation? - How might learning a language open "doors of opportunity"? - How can I sound more like a native speaker? 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> - The influences of many francophone celebrities are worldwide. - The <i>passé composé</i> and imperfect tenses are both used to speak about the past in different ways. - While some verbs are regular and others irregular, there are observable recurrent patterns. - Verbs have many aspects, including tense, person, number, and mood. - Language reflects and is influenced by the culture in which it is found. - Members of one culture may make assumptions about other cultures based on their own attitude, values and beliefs - You already have language and communication skills that you can utilize while learning a new language. - The goal is effective communication, not word-for-word translation. - There are multiple ways to say the same thing. - Cultural perspectives are gained by using the language and through experience with its products and practices. - Learning a language is an on-going process. - A dictionary doesn't give you syntax. - The language we use changes with the situation.

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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

Learning Target	NJCCCS or CCS
1. Explain the role of the French in the discovery of radioactivity	1. 7.1.IM.C.5
2. Identify and discuss the work of famous Francophones.	2. 7.1.IM.C.4,5
3. Ask about and identify various professions/careers.	3. 7.1.IM.A.4,7 B.3,4
4. Compare and contrast the work of famous francophones and their contributions to the world.	4. 7.1.IM.C.5
5. Express opinions using the verb <i>croire</i>	5. 7.1.IM.A.3,7,8
6. Ask for information using interrogative pronouns.	6. 7.1.IM.A.3,7 B.4
7. Conjugate the irregular verb <i>vivre</i> to say were you and others live.	7. 7.1.IM.A.7,8
8. Conjugate the irregular verb <i>croire</i> to express what one believes.	8. 7.1.IM.A.7,8
9. Tell stories in the past using the <i>passé composé</i> and the <i>imparfait</i> .	9. 7.1.IM.A.3,7,8 C.2,3
10. Identify and how and when to use the pronouns <i>y</i> .	10. 7.1.IM.A.3,7
11. Describe the talents and abilities of various professions.	11. 7.1.IM.A.4,6

Inter-Disciplinary Connections:

English – Students will learn French interrogative pronouns, object pronouns, irregular verbs, past tenses, and discuss the style and influence of writer Maryse Condé.

Technology – Students will be exposed to Microsoft Office PowerPoint for presentations, Quizlet.com and Quia.com for review of vocabulary, and the textbook website for listening activities.

Science – Students will discuss the influence of Pierre and Marie Curie.

Social Studies – Students will read about the impact on France’s history of Henri IV and the Hundred Years’ War.

Visual and Performing Arts – Students will read about and watch various examples of the works of French actors/actresses (Isabelle Adjani, Gérard Depardieu) and singers (Patricia Kaas).

Health and Physical Education – Students will read about French soccer player Zinédine Zidane.

Students will engage with the following text:

- C'est à Toi Level 2 Chapter 9
- Grammar and Vocabulary Workbook
- Textbook readings: Article about making predictions (p. 392-394)
- Short biographies about various francophone celebrities (p. 363, 379-381, 385)
- Articles from online newspapers (lemonde.fr, tempsreel.nouvelobs.com, liberation.fr, lefigaro.fr)
- Quia.com
- C'est à Toi website: <http://www.emcp.com/cestatoi/>

For Gifted/Talented Students:

Offer supplemental or more lengthy reading materials to increase student engagement with French texts ex; various fairy tales (practice differentiating between *passé composé* and *imparfait*), biographies of other famous Francophones.]

Students will write:

- Short journal responses telling a story/event that happened to them
- Short stories using past tenses based on visual prompts
- Answers in French to “*Questions Personnelles*” section in C'est à Toi 2, Chapter 9
- Summaries of culture sections in textbook on contemporary famous French people
- Daily journal describing the days' activities
- Descriptions about weekend activities

For Gifted/Talented Students:

Require students to include more vocabulary words and grammar items.

Encourage students to continue writing on their own or for an extended time.

Provide assignment choices that require more detail and deeper understanding of material.

Write a paragraph about your weekend and share with the class.

Essay writing prompts from “*Ecrivons.*”]

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Chorale response with vocabulary words
- Listen to, read, and translate Conversation Culturelle in C'est à toi 2 Chapter 9
- Complete listening exercises in C'est à toi 2 Chapter 9
- Class discussion about what profession/career would you like to exercise
- Identify different professions and what they do worksheet
- Take notes and complete graphic organizer about interrogative pronouns
- Interview your partner about likes/dislikes with questions using interrogative pronouns
- Rearrange words on notecards to create sentences with interrogative pronouns
- Take notes from PowerPoint on the *passé composé* and *imparfait*
- Complete worksheet identifying usage of *passé composé* and *imparfait* in Conversation Culturelle p. 371
- Closure activity: Complete each imperfect sentence with an action in the *passé composé*
- Write 5 sentences in the past to summarize celebrities discussed in this unit and share with class
- Write 3 sentences in the past about yourself (2 true, 1 lie) and class has to guess which is the lie
- Whiteboard game in small groups: hold up correct conjugation of verb in correct past tense
- Play Loto with vocabulary
- Poll the class about their opinions on certain issues like celebrities and their various roles
- Jeopardy Review game
- Take notes from PowerPoint on pronoun y
- Listen to song from Patricia Kaas
- Watch textbook DVD clips for Chapter 9
- Textbook exercises Chapter 9
- Read, translate, and summarize Aperçus Culturels sections Chapter 9
- *Qui suis-je* game: attach name of celebrity on back and ask yes/no questions to discovery identity

For Gifted/Talented Students

Use only the target language.

Have students answer and ask daily questions in the target language (ex; What are you doing after school?

What did you do yesterday?)

Ask students to repeat / rephrase what they have heard in the target language.

Provide enrichment activities – ex; Schaum's grammar workbook, SAT II / AP practice workbooks.

Use inquiry based practice.

Engage in supplemental readings (novels, plays, short stories, comic books, etc) and complete short summaries of what has been read.

Assign students to tutor others having difficulties with materials.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

- Homework exercises in Grammar and Vocabulary workbook Chapter 10 and on worksheets
- Quizzes – Vocabulary (different professions and what they do, adjectives, irregular verbs *vivre* and *croire*, interrogative pronouns), using *imparfait* and the *passé composé*
- Test – Open ended test Chapter 9 (vocabulary and grammar), Test on *imparfait* and *passé composé*
- Daily Warm-up Exercises: ex; conjugate verbs in *imparfait*, rewrite sentences with *y*, fill in the blank with the correct interrogative pronoun, describe the people pictured, fill in the blank with *vivre* or *croire*, translate sentences from English to French, etc...

*These assessments will mostly require students to Remember, Understand, and Apply.

Accommodations/Modifications:

For Gifted/Talented Students

- Provide supplementary or more lengthy readings to increase student knowledge.
- Provide enrichment activities.
- Use inquiry based practices.
- Provide assignment choices that require more detail and deeper understand of material.
- Allow students to help or “tutor” classmates.
- Provide access to leisure reading materials in target language.

Summative Assessments:

Pre-Test, Benchmark, and End of Year Assessment

*These assessments will mostly require students to Apply, Analyze, and Evaluate. | |

Accommodations/Modifications:

| |

Performance Assessments:

- Write a paragraph describing a journey you took (*imparfait* and the *passé composé*).
- Research and present a short biography of a famous francophone.

***These assessments will mostly require students to Apply, Analyze, Evaluate, and Create.**

Accommodations/Modifications:

For Gifted/Talented Students

Provide assignment choices that require more detail and deeper understand of material.

Allow students opportunities to access supplementary references and materials for additional vocabulary.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: French 3 Honors – Unit 7: Notre Monde</p>	<p>Unit Summary: In this unit students will explore the modern francophone world. They will learn vocabulary for various countries and nationalities where French is spoken, as well as the continents and main bodies of water surrounding them.</p>
<p>Grade Level(s): 10</p>	<p>Additionally, students will discuss the history and French influences in these different places. Grammar concepts discussed will include the conditional mood to express how things would be, adverbs in the comparative and superlative forms, as well as the pronoun <i>en</i>.</p>
<p>Essential Question(s):</p> <ul style="list-style-type: none"> - What language learning skills do I already have? - Where is French spoken besides France? - How is French a global language? - How can I express what things <u>would</u> be like? - Why are some verbs regular and some irregular? - How fluent do I need to be in order to communicate effectively? - Why can't you use the same words or expressions with everyone in every situation? - How can I express myself and share the same information with others in French? - What are my motivations to learn another language? - How might learning a language open "doors of opportunity"? - How can I sound more like a native speaker? - How do I find out meaning when words are 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> - Traveling is a key to exploring other languages and cultures. - French is a global language. - Verbs have many aspects, including tense, person, number, and mood. - Adverbs can be used to compare people and things and enrich meaning. - You already have language and communication skills that you can utilize while learning a new language. - The goal is effective communication, not word-for-word translation. - There are multiple ways to say the same thing. - Learning a language is an on-going process. - A dictionary doesn't give you syntax. - The language we use changes with the situation.

not understood?	
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Identify French speaking countries and nationalities.	1. 7.1.IM.A.4
2. Identify continents and bodies of water in French.	2. 7.1.IM.A.4
3. Compare people and things with comparative and superlative adverbs.	3. 7.1.IM.A.3,4,8 B.4
4. Conjugate verbs in the conditional mood.	4. 7.1.IM.A.7,8
5. Make suggestions using the conditional mood.	5. 7.1.IM.A.7,8 B.3,5
6. Invite someone to do something.	6. 7.1.IM.B.3,5
7. Accept or decline an invitation.	7. 7.1.IM.B.3,5
8. Apply the object pronoun <i>en</i> to sentences.	8. 7.1.IM.A.8
9. Compare and contrast the culture of French speaking countries.	9. 7.1.IM.C.4,5
10. Describe hypothetical situations with <i>si + imparfait + conditional</i> .	10. 7.1.IM.A.7,8 B.3,5

Inter-Disciplinary Connections:

English – Students will discuss in French the mood of verbs, irregular verbs, object pronouns, and adverbs.

Technology – Students will be exposed to Microsoft Office PowerPoint for presentations, Quizlet.com and Quia.com for review of vocabulary, and the textbook website for listening activities.

Geography – Students will explore and learn French vocabulary for French speaking countries, the seven continents, and major bodies of water.

Students will engage with the following text:

- C'est à Toi Level 2 Chapter 10
- Grammar and Vocabulary Workbook
- Textbook readings: Poem "Souffles" by Birago Diop (p. 436)
- Short restaurant descriptions (workbook p. 183)
- Quia.com
- C'est à Toi website: <http://www.emcp.com/cestatoi/>

For Gifted/Talented Students:

- Offer supplemental or lengthier reading materials to increase student engagement with French texts (ex; short descriptions of various francophone countries in French, poems by francophone authors).

Students will write:

- Short journal responses about places they would like to visit.
- Answers in French to "Questions Personnelles" section in C'est à Toi 2, Chapter 10.
- Summaries of culture sections in textbook on Tahiti, French Guiana, Madagascar, Chartres, Biarritz, *le bac* and summer vacations.
- Daily journal entries describing the days' activities.
- Descriptions about weekend activities.

For Gifted/Talented Students:

- Require students to include more vocabulary words and grammar items.
- Encourage students to continue writing on their own or for an extended time.
- Provide assignment choices that require more detail and a deeper understanding of material.
- Write a paragraph about your weekend and share with the class.
- Essay writing prompts from "Ecrivons".

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Chorale response with vocabulary words.
- Listen to Conversation Culturelle in C'est à toi 2 Chapter 10.
- Complete listening exercises in C'est à toi 2 Chapter 10.
- Fill in maps with French names for various countries, continents, and bodies of water.
- Play Loto with vocabulary.
- Word search with vocabulary.
- Play Memory with vocabulary pictures and words.
- Read culture section about French speaking countries and fill in graphic organizer with information.
- Review of vocabulary with Quizlet flashcards on SMARTBoard.
- Watch textbook DVD clips for Chapter 10.
- Complete crossword puzzle with vocabulary from chapter.
- Take notes from PowerPoint on adverbs.
- Interview your classmates and document answers using adverbs.
- Textbook exercises Chapter 10.
- Read, translate, and summarize Aperçus Culturels sections Chapter 10.

For Gifted/Talented Students

- Use only the target language.
- Have students answer and ask daily questions in the target language (ex; what are you doing after school? What did you do yesterday?)
- Ask students to repeat / rephrase what they have heard in the target language.
- Provide enrichment activities – ex; Schaum's grammar workbook, SAT II / AP practice workbooks.
- Use inquiry based practice.
- Engage in supplemental readings (novels, plays, short stories, comic books, etc.) and complete short summaries of what has been read.
- Assign students to tutor others having difficulties with materials..

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

- Homework exercises in Grammar and Vocabulary workbook Chapter 11 and on worksheets
- Quizzes – Vocabulary (maps and nationalities)
- Test – Open ended test on adverbs (form adverbs, rewrite sentences with adverbs, etc)
- Daily Warm-up Exercises: ex; write the nationality corresponding to the country, create an adverb from an adjective, write a sentence using superlative adverbs to say who does various activities the most, and translate sentences into French.

*These assessments will mostly require students to Remember, Understand, and Apply.

Accommodations/Modifications:

- For Gifted/Talented Students
- Provide supplementary or lengthier readings to increase student knowledge.
- Provide enrichment activities.
- Use inquiry based practices.
- Provide assignment choices that require more detail and a deeper understanding of material.
- Allow students to help or “teach” classmates.
- Provide access to leisure reading materials in target language..

Summative Assessments:

Pre-Test, Benchmark, and End of Year Assessment

*These assessments will mostly require students to Apply, Analyze, and Evaluate. | |

Accommodations/Modifications:

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Performance Assessments:

- Write 10 sentences describing how things would be (conditional) if you had a certain profession or lived in a certain place, create a poster illustrating these sentences, and present to the class.

***These assessments will mostly require students to Apply, Analyze, Evaluate, and Create.**

Accommodations/Modifications:

For Gifted/Talented Students

- Provide assignment choices that require more detail and deeper understand of material.
- Allow students opportunities to access supplementary references and materials for additional vocabulary.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: French 3 Honors – Unit 8: La France contemporaine</p> <p>Grade Level(s): 11</p>	<p>Unit Summary: Unit 8 introduces students to contemporary issues sensitive to both French and American teenagers. Students will discuss modern political problems, as well as the process of obtaining a driver’s permit, learning to driving, and identifying car parts. Students will learn to explain problems and give their opinions. Grammar concepts include verbs that take prepositions before infinitives, the irregular verbs <i>conduire</i> and <i>suivre</i>, as well as hypothetical statements involving the imperfect tense and conditional mood.</p>
<p>Essential Question(s):</p> <ul style="list-style-type: none"> - What language learning skills do I already have? - What are global problems and how do they affect my life? - How can I express what things <u>would</u> be like? - Why are some verbs regular and some irregular? - How fluent do I need to be in order to communicate effectively? - Why can’t you use the same words or expressions with everyone in every situation? - How can I express my opinions on issues important to me and others? - What are my motivations to learn another language? - How might learning a language open “doors of opportunity”? - How can I sound more like a native speaker? - How do I find out meaning when words are not understood? 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> - Education, sicknesses, pollution, unemployment, and terrorism are global problems that affect everyone in different ways. - Verbs have many aspects, including tense, person, number, and mood. - Learning to drive is an important experience for both French and American adolescents. - You already have language and communication skills that you can utilize while learning a new language. - The goal is effective communication, not word-for-word translation. - There are multiple ways to say the same thing. - Learning a language is an on-going process. - A dictionary doesn’t give you syntax. - The language we use changes with the situation.

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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

Learning Target	NJCCCS or CCS
1. Explain problems in our contemporary society.	1. 7.1.IM.B.5
2. Express opinions and make suggestions to improve issues in modern society.	2. 7.1.IM.B.4,5
3. Identify car parts.	3. 7.1.IM.A.3,4,7
4. Utilize driving expressions and identify road signs.	4. 7.1.IM.A.3,4,7,8
5. Express hypothetical situations using <i>si</i> clauses and the conditional.	5. 7.1.IM.A.3 B.4,5
6. Compare and contrast modern issues and their cross-cultural similarities.	6. 7.1.IM.C.5
7. Conjugate the irregular verb <i>suivre</i> to express who is following.	7. 7.1.IM.A.7,8
8. Conjugate the irregular verb <i>conduire</i> to express who is driving.	8. 7.1.IM.A.7,8
9. Create sentences with verbs and their appropriate prepositions and infinitives.	9. 7.1.IM.A.3,7,8
10. Give orders concerning driving.	10. 7.1.IM.B.2,3
11. Express hope and intentions about the future.	11. 7.1.IM.B.3,4,5

Inter-Disciplinary Connections:

English – Students will discuss French usage of mood of verbs, irregular verbs, prepositions, and infinitives.

Technology – Students will be exposed to Microsoft Office PowerPoint for presentations, Quizlet.com and Quia.com for review of vocabulary, and textbook website for listening activities.

Health and Physical Education – Students will learn about French driving signs, driving permits, and directions.

Social Studies – Students will discuss and offer solutions in French to contemporary issues of drugs, sicknesses, pollution, education.

Students will engage with the following text:

- **C'est à Toi Level 2 Chapter 11**
- **Grammar and Vocabulary Workbook**
- **Textbook readings: Article about homeless and shelters (p. 473-475)**
- **Brochures about French universities (workbook p. 196)**
- **Article about urban pollution (workbook p. 203)**
- **Articles from online newspapers (lemonde.fr, tempsreel.nouvelobs.com, liberation.fr, lefigaro.fr)**
- **Quia.com**
- **C'est à Toi website: <http://www.emcp.com/cestatoi/>**

For Gifted/Talented Students:

- Offer supplemental or lengthier reading materials to increase student engagement with French texts ex; articles from French newspapers and magazines, brochures on AIDS education, brochures on French universities, election articles, etc. |

Students will write:

- **Short journal responses about how they feel about popular issues.**
- **Answers in French to "Questions Personnelles" section in C'est à Toi 2, Chapter 11.**
- **Summaries of culture sections in textbook on contemporary problems, AIDS, driving permits, and gas stations in France.**
- **Daily journal entries describing the days' activities.**
- **Descriptions about weekend activities.**

For Gifted/Talented Students:

- Require students to include more vocabulary words and grammar items.
- Encourage students to continue writing on their own or for an extended time.
- Provide assignment choices that require more detail and deeper understanding of material.
- Write a paragraph about your weekend and share with the class.
- Essay writing prompts from "Ecrivons". |

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Chorale response with vocabulary words.
- Listen to Conversation Culturelle in C'est à toi 2 Chapter 11.
- Complete listening exercises in C'est à toi 2 Chapter 11.
- Label car parts on worksheet.
- Identify road signs and their meanings on worksheet.
- Play Loto with vocabulary.
- Word search with vocabulary.
- Play Memory with vocabulary pictures and words.
- Poll the class about their opinions on certain issues like education, terrorism, pollution, etc.
- Take notes from PowerPoint on verbs + prepositions à/de + infinitives.
- Review of vocabulary with quizlet flashcards on SMART Board.
- Watch textbook DVD clips for Chapter 11.
- Complete crossword puzzle with vocabulary from chapter.
- Textbook exercises Chapter 11.
- Read, translate, and summarize Aperçus Culturels sections Chapter 11.
- Take notes from PowerPoint on hypothetical statements with si + imperfect + conditional.
- With a partner, identify a problem, write a slogan to solve it and make a poster.
- Complete a graphic organizer about the issues in France and possible solutions (Workbook p. 197).
- Listen to "Mourir Demain" by Pascal Obispo and fill in the blanks of lyrics, identifying conditional.
- Watch "Mourir Demain" music video.
- Play "Apples to Apples" by finishing si clauses with a verb phrase in the conditional.
- Take notes on *futur simple* tense and compare to conditional construction.

For Gifted/Talented Students

- Use only the target language.
- Have students answer and ask daily questions in the target language (ex; What are you doing after school? What did you do yesterday?)
- Ask students to repeat / rephrase what they have heard in the target language.
- Provide enrichment activities – ex; Schaum's grammar workbook, SAT II / AP practice workbooks.
- Use inquiry based practice.
- Engage in supplemental readings (novels, plays, short stories, comic books, etc) and complete short summaries of what has been read.
- Assign students to tutor others having difficulties with materials.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

- Homework exercises in Grammar and Vocabulary workbook Chapter 11 and on worksheets.
- Quizzes – Vocabulary (contemporary problems, prepositions and infinitives, and car parts), Conditional and *Si* Clauses, Futur Simple
- Test – Open ended test Chapter 11 (vocabulary and grammar)
- Daily Warm-up Exercises: ex; conjugate verbs in conditional, finish si clauses with conditional, identify car parts, fill in the blanks with appropriate vocabulary word, identify preposition needed for each sentence, conjugate verbs in the futur simple.

*These assessments will mostly require students to Remember, Understand, and Apply.

Accommodations/Modifications:

For Gifted/Talented Students

- Provide supplementary or lengthier readings to increase student knowledge.
- Provide enrichment activities.
- Use inquiry based practices.
- Provide assignment choices that require more detail and deeper understand of material.
- Allow students to help or “teach” classmates.
- Provide access to leisure reading materials in target language.

Summative Assessments:

Pre-Test, Benchmark, and End of Year Assessment

*These assessments will mostly require students to Apply, Analyze, and Evaluate.

Accommodations/Modifications:

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Performance Assessments:

- Write 10 sentences describing how things would be (conditional) if you had a certain profession or lived in a certain place, create a poster illustrating these sentences, and present to the class.
- Create a poster offering a suggestion to solve a modern problem.

***These assessments will mostly require students to Apply, Analyze, Evaluate, and Create.**

Accommodations/Modifications:

For Gifted/Talented Students

- Provide assignment choices that require more detail and a deeper understanding of material.
- Allow students opportunities to access supplementary references and materials for additional vocabulary.